

Inspection report for early years provision

Unique reference number	124034
Inspection date	22/09/2008
Inspector	Cheryl Langley

Type of setting	Childminder
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the childminding

The Childminder registered in 1994. She lives with her husband and two adult children in a house in Cheshunt. The whole of the property is used for childminding and there is a secure garden for outside play. The childminder is registered to care for a maximum of four children on the Early Years and Child Care Registers between birth and eight years at any one time. She is currently caring for three children between the ages of one and two years at various times. The family have some gold fish in a pond in the front garden.

Overall effectiveness of the early years provision

Children make excellent progress in their learning and development. A wonderful range of stimulating resources and activities enable children to be active learners, investigating and exploring in a well supported and challenging environment. Inclusive practice is promoted throughout the provision to ensure all children achieve as much as they can. The childminder has a very good understanding of her strengths and areas for improvement. Recommendations from her last inspection have been implemented and her plans for the future are focussed to bring about further improvements to the provision and outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- encourage parents to contribute to the observation and assessment process to support the children's learning and development further.

The leadership and management of the early years provision

The childminder has high aspirations for quality which are evident through her ongoing improvement. She manages her provision to a very high standard and continues to update her professional skills. Documents, records, policies and procedures support the childminder. They are well maintained, concise and provide clear useful information to parents. Partnerships are well established and ensure each child's needs are met. Communication between parents and the childminder support the children's care and welfare effectively and consistently. Although formal systems to include parents and external agencies in the observation and assessment process have not yet been implemented. Positive and complimentary comments have been received by parents who appreciate the care and learning the childminder provides for their children.

The environment in which children are cared for and educated is welcoming, inspiring and engaging. Children's safety and welfare is promoted both inside and outside of the home. Rigorous risk assessments and strategies to keep the children

safe and healthy day-to-day as well as in an emergency are in place. Children are taught to be safety and health conscious through the joy of play and their daily routines.

The quality and standards of the early years provision

The exceptional organisation of the educational programmes and learning environment ensure children make significant progress in their learning. The childminder responds to the children's interests and ideas to plan play and activities which stimulate and challenge them. Children have a positive attitude and are eager to explore, investigate and take part in a range of worthwhile and engaging experiences. For example, the creation of musical instruments develops their physical skills as well as communication, language, literacy and creativity. Children delight in banging their home made drum and learning new words to describe the sounds they make such as 'bang'.

Individual learning and developmental needs are identified and provided for. Children are well supported by this caring childminder who enjoys the children's company and has a sense of fun. As a result children feel comfortable and content. They try to solve problems for themselves and share their achievements confident that they will be acknowledged and valued. A variety of experiences cover the six areas of learning and outcomes for children in a balanced way. During visits to the local nature park they become aware of the natural environment. Children enjoy observing the animals and plant life. They adhere to rules to keep themselves safe to cross the road or feed the ducks at the waters edge. Children talk about these experiences in the past and present tense with enthusiasm. They make links to these activities as they share books about animals.

Efficient observation and assessment methods identify the learning priorities for each individual child and keep parents informed of their progress. Children are well behaved. They have a developing awareness of their own needs and are sensitive to the feelings of others. Children form good relationships with adults and peers. They take turns, share fairly and are polite and considerate. Different views, cultures and beliefs are promoted positively. An extensive range of enticing dolls, play figures, books and charts encourage play and discussion to develop knowledge and understanding of the wider community.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Outstanding
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Outstanding
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.